

Teacher(s): Johnson/Gardiner/Bassey

Subject: Government

Week of: Jan 15 – 19, 2018

Week: 21

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):	NO  SCHOOL	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:			Summative:
Tues	Standard(s): SSCG 1 Compare and contrast various systems of government	<b>Do Now: Guided Instruction (We do)- What type of government do we have?</b>  <b>Opening: Focused Instruction (I do)- Lead discussion/lecture on Types of Government</b>  <b>Work Session: Independent Learning (You do alone)- Takes notes to supplement PPT handout and participate in discussions and questions</b>  <b>Closing: Guided Instruction (We do)- from “What do you remember” slide: what are the 3 types of governments?</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A
	Purpose: To introduce the students to the different types of governments and their characteristics			Summative:
Weds	Standard(s): SSCG 1 Compare and contrast various systems of government	<b>Do Now: Guided Instruction (We do)- Which type of government did we have before the Constitution?</b>  <b>Opening: Focused Instruction (I do)- Explain work session and assist students as needed</b>  <b>Work Session: Independent Learning (You do alone)- answers questions assigned using PPT notes and specified pages from your textbook</b>  <b>Closing: Guided Instruction (We do)- Which type of government does Great Britain have?</b>  <b>Home Learning: If questions not complete, finish as homework</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A Question set
	Purpose: To provide students the opportunity to expand their knowledge by answering questions that will require them to use two sources of information to determine the correct responses			Summative:

Thurs	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Do Now: Guided Instruction (We do)- Sign in to Achieve 300 (Lab 216)</b>  <b>Opening: Focused Instruction (I do)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1<sup>st</sup> score and showing me that you have 5 dots indicating completion of the work</b>  <b>Work Session: Independent Learning (You do alone)- Complete requirements of the reading assigned on Achieve 3000</b>  <b>Closing: Guided Instruction (We do)- Verify quiz grades and completion of the 5 areas</b>  <b>Home Learning: If questions from Wed not complete, finish as homework</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Achieve 3000</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Achieve results
	<b>Purpose:</b> To provide students with an opportunity to enhance their ability to read within a structured online environment.			<b>Summative:</b>
Fri	<b>Standard(s):</b> <b>SSCG 1</b> Compare and contrast various systems of government	<b>Do Now: Guided Instruction (We do)- What is wrong with having a king instead of a president?</b>  <b>Opening: Focused Instruction (I do)- Explain work session requirements; assist as needed on frayers</b>  <b>Work Session: Independent Learning (You do alone)- Complete 8 Frayer models as instructed in handout using PPT handout and question set</b>  <b>Closing: Guided Instruction (We do)- What type of government is best?</b>  <b>Home Learning: study for Monday quiz over CG 1</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Frayer models</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Frayers
	<b>Purpose:</b> To provide the students an opportunity to use several sources of information to create frayer models of the types and systems of government			<b>Summative:</b>